

**TEACHERS' PERCEPTIONS OF BLENDED LEARNING IN ENGLISH
INTENSIVE PROGRAM AT UINSA**

THESIS

Submitted in Partial of Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd.) in Teaching English



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In Indonesian context, blended learning start applied in school and higher education in Indonesia which is indicated from the implementation of Indonesia Research and Education Network (idREN) as the network for online learning system in higher education since 2015 by the ministry of research and technology.⁸ Further, in teaching and learning applied various platform and social media which integrate to teaching and learning processes, for example, Edmodo, Schoology, peerwise, and others for platform and Whatsapp, line and others for social media. Especially in academic cavities in UIN Sunan Ampel (UINSA) Surabaya, educators and academicians usually use those kinds of a platform and social media to share any information, discuss the material, do an online assessment, and many other activities in language teaching. Especially, in English intensive program used English Discoveries (ED) as the media platform.

There are some reasons why higher education implements blended learning; they are improving pedagogy, flexibility, and cost-effectiveness⁹. Comes from that statement, applying blended learning in classroom activities can improve teachers' pedagogical skill through adding some values to the teaching process, for example using blended learning requires the teacher to blend the material with the educational platform, so, it makes the teacher designs the appropriate material and activity which

⁶ Matthew A. Correia, *An Investigation of Teacher and Administrator Perceptions of Blended Learning: Implementation, Students' Learning and Professional Development*, vol. 5 (2016).

⁸ Zaky Mubarak, *Blended Learning: Solusi Pembelajaran di Era Revolusi Industri 4.0.* (2018), <https://zakimu.com/wp-content/uploads/2018/03/Blended-Learning-Solusi-Pembelajaran-Revolusi-4.0.pdf>, accessed 13 Apr 2020.

[illegible]

Conversely, the actual implementation in the class found that sometimes teachers do the activities inside the platform in the class session. It is happen because might influenced by the teachers perception of blended learning itself because based on Richardson¹⁰, perception contains three major sources which influence the teachers; they are teachers' educational background, teaching experience and teaching object. So, this issue becomes an important point to discuss so that the implementation of blended learning can be the appropriate one for the students and also gives beneficial for the learning processes. Therefore,

[illegible]

discussing the teachers' perception becoming the essential issue because teacher as active curriculum implementer has significant role to give feedback about current curriculum that applied to improve it¹¹.

There are several previous research conducted that for concern on teachers' perception of blended learning. Based on the research that conducted in Western Connecticut University, USA, the teachers in the elementary study had a different understanding in blended learning and they believe that blended learning supported the students' learning¹². Another research conducted in nursing students in Finland indicated that the teacher assumes through blended learning can enhance the students' learning but it requires teacher's professional development support¹³. The results of those studies are closely related to Mouzaki's research¹⁴ finding in Tomlinson and Whittaker's book that teachers are satisfied with the students' achievement through blended learning.

On the other hand, the teachers' perception not only from the advantages side but also provides information about the disadvantages and challenges of blended learning implementation. The implementation of blended learning makes the institution prepare high financial to support technological support. It becomes one of the disadvantages of blended learning which make school or institution have good consideration to implement this method. Additionally, for the challenges, disengaging students with the material becomes a challenge that should be faced in implementing blended learning¹⁵. Some of those researches have a concern on the teachers' perception of the advantages, disadvantages, and challenges of blended learning implementation whether in different

¹¹ Gamze YAVUZ KONOKMAN, Tugba YANPAR YELKEN, Kursat KARASOLAK, esra CESUR, *Teachers' Perception: Competent or not in Curriculum Development*, vol. 5, no. 4 (2017).

¹² Matthew A. Correia, *An Investigation of Teacher and Administrator Perceptions of Blended Learning: Implementation, Students' Learning and Professional Development*.

¹³ Pirkko Jokinen, Irma Mikkonen, *Teachers' Experience of Teaching in Blended Learning Environment*, vol. 13 (2013), pp. 524–8.

¹⁴ Brian Tomlinson and Claire Whittaker, *Blended Learning in English Language Teaching*.

¹⁵ Jill I. Sorbie, *Exploring Teachers Perceptions in Blended Learning* (2015), <http://scholarworks.waldenu.edu/dissertations>.

teacher dealing with designing blended learning classroom activities which are not covered in this study yet.

B. Research Questions

The following question becomes guideline and aim to answer during the research: *What are the teachers' perceptions of blended learning in English intensive program at UINSA?*

Further, to explore the main research question, this study explored the following subquestions:

1. *How do teachers' ways of using blended learning in English Intensive program at UINSA?*
2. *What are the teachers' perceptions of advantages and challenges of using blended learning in English intensive program at UINSA?*

C. Objective of the Study

Related to the research question that stated above the objective of this study is to investigate the teachers' perceptions of blended learning in English intensive program. This includes the teachers' perceptions of the implementation of blended learning in English intensive class, the advantages and the challenges of blended learning toward English intensive program.

D. Significance of the Study

This research is conducted to investigate the teachers' perceptions of blended learning in English intensive program. Specifically, the teachers' perception on the way of implementing blended learning in English intensive program and the teachers' perceptions of the advantages and challenges of its implementation. So, having the purposes of this research, the researcher reveals advantages of this research are:

1. This is the new method applied in English intensive program, so, this research might give necessary information to the stake holder about how teacher as the educator perceive blended learning using English Discoveries (ED) platform in English intensive program.

includes several forms of teaching tools such as collaboration software, electronic performance support systems (EPSS), web-based course and those tools embedded with job- task environment and knowledge management systems. From the preceding definition above, the term of blended learning can be conclude from Syaikina²⁸ stated blended learning as an innovation in teaching and learning methodology that combine different method supported by interactive platform to enhance students' competence and skills.

2. The Keys of Blended learning

According to Carman, in order to apply blended learning model, there are five keys that should be considered as the significance elements²⁹; those are:

- a. Live events, teachers and students have an access to have virtual classroom meeting called as face-to-face meeting.
- b. Online content; students have their own rule to set their online learning through internet based or CD room.
- c. Collaboration; space for learner to have interaction to other, whether discussion or other activities.
- d. Assessment; time for measuring the students' progress on learning.
- e. Reference Material, everything related to increase the learning transfer and retention.

²⁸ Olga I. Shaykina, *Blended Learning in English Language Teaching: Open Educational Resources Used for Academic Purposes in Tomsk Polytechnic University*, vol. 6 (2015).

²⁹ Mirza Fakhri Azmi, *An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department*.

The guideline aims to establish interaction among the students to support the collaboration communication engagement within community learner. So, one of the activities that can be done is by asking students to introducing him or herself and having a discussion related to the course. In addition, whether face-to-face or online, students should be initially assigned to small group to discuss specific issues so that they have more opportunities to get each other.

b. Strategies and tool

1. Pre-activity in offline meeting; this phase involving the use of communication technologies as the tool to trigger

- e. Have access to know the original ED material

5 .Technological support

When discussing the term of blended learning, it is close related with using technological media or supportive platform in learning processes. In choosing the media for supporting the learning processes, Shaykina³⁶ propose two things that should be considered as the factor when applying supporting technology; they are instructional and technical. Instructional related to the learners' satisfaction using the media and technical related to the internet provider.

To accumulate the students' needs in limited time allotment there are several educational resources can be used. Shaykina³⁷ in her article provides some of the educational resource used to support blended learning implementation such as,

- Moodle, to provide successful intercultural communication in professional area
- GoCongr, to facilitate the students to have discussion
- Emaze, to facilitate the students have their online presentation
- HumBox, to storing, managing, and publishing teaching resource in the web.

B. Teachers' Perception

To start the term of teachers' perception, it is better to know the definition of perception and why teachers' perception becomes one of important elements in blended learning implementation. Kotler³⁸ stated that perception is the whole process of creating

³⁶ *Ibid.*

³⁷ *Ibid.*

³⁸ Nailil Mukaromah, "Teachers' Perception on The role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classrooms in Surabaya".

meaning conception by selecting, organizing, and interpreting the information. To clarify, Gibson at al. is obviously providing definition of perception as the individual cognitive process to understand the environment³⁹. Hornby defined perception as the idea, belief, or an image of understanding something⁴⁰. So, each person might have the different interpretation of something whether to the same object. Here teachers also might have different perception in their teaching environment.

Richardson explains about the sources of teachers' perception which consists of three major sources; they are teachers' educational background, teaching experience, and teaching object⁴¹. Additionally, Chudler defines perception is the conscious experience of the people feeling or sense. Therefore, this case, teachers' perceptions used for understand the teachers' idea, feeling, and experience of blended learning using ED in English language learning. Sawyer⁴² said teachers' belief was more personal and may not be apparent to others. So, each teacher may have their own perception in term of blended learning implementation in language classroom, so, it becomes importance to know how the teacher perceives blended learning and how they how they implementing that program in English language classroom activities.

There are two types of perception. First, positive perception and the second one is negative perception. Positive perception describes the precious gift that creates trust, gives power to grab the universe, concentrates out and endures crises. Conversely, the

³⁹ *Ibid.*

⁴⁰ Srakang, A *Study of Teachers' Perceptions towards using Textbooks : A case study of 10th grade English Teachers in Maha Sarkham Province.*

⁴¹ Nailil Mukaromah, "Teachers' Perception On the role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classrooms in Surabaya".

⁴² Lawra Marie Sawyer, *Perceptions and Practice: The Relationship Between Teacher Perceptions in Technolog Use and Level of Classroom Technology Integration*, vol. 4 (2017), <https://firescholars.seu.edu/coe>.

negative perception is sense which tries to acquire their self-worth and disposed to focus on their own desires⁴³.

C. Previous Studies

The implementation of blended learning has been observed by some researchers for recent years. By administered questionnaire to 12 purposefully selected high school teacher and 3 different observation in each classroom, computer screenshot and semi structured interview to the teacher, Sorbie⁴⁴ found that blended learning fosters individualization, cooperation, organization, engagement, the relevant of the real world and students- centered learning. Beside of their belief that blended learning could support their teaching, the result found the challenges faced in implementing blended learning such as disengaging students in learning processes, integrated with device and infrastructure concern, and the time management for involving technology in learning.

Not only discuss the advantages, this study also provides the disadvantages of the blended implementation, for example, for implementing blended learning the institution should be ready for financial commitment to support technological needs and resource. On another hand, Keshta⁴⁵ also tested the efficacy of blended learning by carrying out longitudinal experiment using a 40 point writing achievement test.

By taking 40 Palestinians tenth grader's students which divided into two groups 20 students belong to experimental group and the other 20 students belong to control group, the results

⁴³ Riska Lailil Ula, "Teacher Perception toward the Incorporation of 4C Skills in English Lesson Plan" (Surabaya: UIN Sunan Ampel Surabaya, 2019).

⁴⁴ Jill I. Sorbie, *Exploring Teachers Perceptions in Blended Learning*.

⁴⁵ Awas Soliman Keshta, *The Effectiveness of the Blended Learning Program on Developing Palestinian Tenth Grader's English Writing Skill*.

Besides, some researches were conducted in teachers' perception area; a research by Shin and friends investigated the pre-service teacher and educator perceptions toward the use of technology-enhanced cases in teaching method course⁴⁶. This research revealed that the majority of pre-services teacher and educator perceived that technologically-enhanced gave useful and meaningful and few of them perceived the contradictory issues. Thus, that research is different from this research because the participants of the research were not come from the pre-service teacher but the professional teacher. On another hand, those both researches used technological media as the object of the research

⁴⁶ Sungwon Shin, Thomas A. Brush, and John W. Saye, *Using technology-enhanced cases in teacher education: An exploratory study in a social studies methods course*, vol. 78 (2019), pp. 151–64.

[illegible]

A study carried out by Nailil Mukaromah⁵⁰ which examines the perceptions of teachers on the role of regenerating students' metacognitive knowledge in EFL classrooms in Surabaya shows that there are five regenerating activities in order to develop metacognitive knowledge: questions, game, video, pictures, and stories. The manner of these five forms are used

⁵⁰ Nailil Mukaromah, "Teachers' Perception On The role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classrooms in Surabaya".

depends on the instructor. At the end, the work is different than this study. This study focuses on teachers' perception of blended learning in English intensive program. This includes teachers' perceptions of the ways using blended learning, the teachers' perceptions of advantages and challenges of using blended learning. This is actually the same as the previous study with the same subject but different focus.

RESEARCH METHOD

In this study, interview used to get the data regarding the teachers' perceptions of the blended learning implementation by using interview guideline. In order to answer the research questions, this study involved 9 English intensive teachers who are given approximately 12 open ended questions to explore the teachers' perception of blended learning. The questions about the teacher experience regarding blended learning implementation and their feeling toward that program. Each of interviewee will be met in face-to face individual interview within approximately 15-20 minutes in different places based on the appointment between researcher and interviewee. The voices of interviewee are recorded as the premier data collection. In addition, to know the process of blended learning used in classroom activities, this study also conducted observation toward two classes as the supplementary information gotten from interview section.

⁵⁴ John W. Creswell, *Research Design* (United State of America: Sage Publication, 2014).

⁵⁶ John W. Creswell, *Research Design*.

⁵⁷ Hilarius RadityaPriambada P., "Sidang Akademi as the Strategy to Develop Speaking Confidence in Pangudi Luhur Van Lith Senior High School: a case study" (Yogyakarta: Universitas Sanatha Dharma Yogyakarta, 2016).

F. Research Instrument

There were four first questions about the teachers' ways of using blended learning in English intensive program. The following eight questions talked about the perception of the teacher regarding their feeling and experience of blended learning, and the last question talked about the teachers' perception regarding their challenges in implementing blended learning. This interview guideline guided the subject to answer the questions as the main data of this study. Further, the researcher asked relevant questions outside the guideline to gain more information if it was needed.

To analyze the data, the researcher used descriptive qualitative approach⁵⁸. The data obtained by interview. Afterward, the researcher presented the collected data in the form of description through these following steps. To get the deep information the researcher analyzed the data from interview into several stages. Firstly, the researcher transcribed made a coding to classify the theme of the transcription. Then, the researcher gathers the same theme into one classification of table. Further,

⁵⁸ Mirza Fakhri Azmi, *An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department*.

H. Trustworthiness of the Research

confirmed the result of the interview to observation result to complete information so that the data were understandable, v trusted. Bogden and Biklen stated that to make a fuller understand phenomenon that was studying, it is better to involve more than one source⁵⁹; hence this study involved more than one source to complete understanding and trustworthiness.

CHAPTER IV

FINDINGS AND DISCUSSION

This section describes the research findings about the teachers' perception of blended learning implementation in English intensive program at UINSA. This chapter presents two subheadings; findings and discussion of the findings.

A. Findings

To obtain the data related to the teachers' perceptions of Blended learning in English intensive program, this research interviewed nine teachers of English intensive class program at UIN Sunan Ampel Surabaya. The results of the interview indicated that teachers perceived some advantages when using blended learning as the educational approach in teaching English in intensive program. The advantages are categorized into 3 aspects: teaching and learning processes, students' learning environment, and teachers' professional development (see table 4.3). on the other hand, teachers also faced some challenges when implementing blended learning in English intensive program. Those challenges are categorized into 3 aspects: motivation, technological support, experience and knowledge (see table 4.4). In term of the implementation, the teachers also have some differences. The detail information of the ways of the teachers using blended learning in English intensive program is described as follow.

1. The Ways in Using Blended Learning in English Intensive Program

Blended learning used in English intensive program by online and offline (face-to-face), therefore, the researcher identified the implementation of this blended learning approach by interviewing all the nine participants and doing classroom observation of the two representative participants. In collecting the data using interview, the researcher used interview questions as the guidance in doing interview (see appendix 1). To strengthen the data, the researcher used

Table 4.1. The Teachers' Way in Implementing Blended Learning in Online.

Teachers' way in implementing blended learning in online	Media	Activity
controlling / monitoring students' learning	Teacher management system	Giving feedback, remaining students' assignment, reviewing material
	WhatsApp classroom	
	Direct instruction in face to face meeting in the class	Reviewing material, remaining the online assignments.

According to table 4.1, the teachers' way of monitoring the students' progress in doing online assignment is by using the Teacher Management System (TMS) which provided in teacher ED account. They checked the students' progress in students' completion features; there, the teachers could see the performance of each student. Besides, the teachers also could see the reports of the class completion generally through the class completion feature. In terms of building rapport with the students in virtual learning, teachers used communication features that allowed teachers to create their forum with students; their teachers can give students feedback related to their assignment and build a class discussion related to the materials. Related to giving feedback activities of the students' assignment, this feature connected with the teachers' personal e-mail; it usually used to review the students writing, so, it is easier for teachers to give comments related to the students'

“Emm, the blended learning in UINSA is more systematic because it used a platform namely English Discoveries. Inside the platform, there is TMS to monitor the students’ progress. I usually used that tool to monitor the students’ activities online and the students’ completion per week.” (teacher 1).

“In online, the monitoring activities are done through teacher management system to see the students’ progress.” (teacher 9).

"... the other activity in online learning is like giving feedback in writing session, so, there is a feedback from the platform itself, on another side the teacher also gives feedback." (teacher 3)

Based on table 4.1, the teachers' way of using blended learning was by using the WhatsApp (WA) classroom group which formed in the early meeting of English intensive class. The WA group consists of a member of the class and their teacher. This group was an additional tool to inform any information related to teaching and learning processes. Usually, teachers shared the additional material before the meeting in the class through WA, so, the students can prepare first. When there was some schedule changing, it was also effective to inform the students through this application. Besides, through this group, the teachers also remain their

“.. I like the active students, because the learning processes start from 6 am, so, to make them wake up, I give them game such kahoot, bingo, and other games.” (teacher 7)

During face-to-face learning, teachers are free to design the activities. All participating teachers had similar ideas. They design the learning stage in offline learning, namely: pre-activity, while activity, and post-activity.

“ So, in pre-activity I give students warm up activities or leading. For example, the topic talk about election, so, I driving questions such as” are you belong to the active chooser in this election?’ and yeah, almost them are the active chooser. So, then I ask them to tell their experience” (teacher 1)

[illegible]

"... in the next activities I more focus in speaking , speaking and listening, so, they are given speaking game or topic that make them have their time to communicate."(teacher 2)

Referring back to the table 4.2, the last staging used by teacher in blended learning approach was post activity. Here, the time for the teachers to conclude the learning processes within that day. Based on the classroom observation, there were some activities done by teachers such as checking students understanding about the material that learnt by delivering some questions, remaining the students to do the online learning and giving parting closing. Those findings were confirming the interview result that stated as follow.

“..usually, I do evaluation by my own through giving students questions related to the material randomly.”
(teacher 3)

In this section, the writer investigates the teachers' perception of the advantages of using blended learning by interviewing nine teachers in English intensive program. As the result, the data shows that the

[illegible]

“So, it helps me a lot in teaching and learning processes, I don’t need to explain the material which is already provided in online, in the class they already have the prior knowledge, so, in the class just give reinforcement.”(teacher 1)

"It helps a lot, besides as the guidance it also acts as the references in the teaching and learning."
(teacher 3)

2). Encouraging the Effectiveness in Learning

"I think it is positive to teaching and learning processes because it promotes the students to study in everywhere and every time." (teacher 8)

[illegible]

“ It depends on the teacher, if the teacher could maximalist the using of blended learning it could brings the effectiveness.” (teacher 9)

b. Teachers' Self Development

“...it requires teacher to have more responsibility both in online and offline. It requires doing more things, challenges me doing more activities, and designing variety in teaching...” (teacher 1)

“It pursues the teacher to think what the activities that appropriate for the students which is differ from the online but still fun learning.” (teacher 5)

“Automatically, the teacher can enrich the teaching methodology based on the material provided in online. It influences the teacher to have innovation to design the learning activity.” (teacher 9)

On the other hand, some teachers also stated that the use of blended learning in the English Intensive program did not give any impact on teachers' performance. They believed that the teachers' performance depended on the teachers themselves, not depends on the educational approach. And some teachers felt that they still confuse cooperate with blended, they still need more time and training so that could blend the learning appropriately. This finding reveals by teacher 3, 7, and 8.

“Actually, whether there is ED (the platform used in Blended) or not, it does not influence in teaching variety, because it can use movie, music, video, play it and ask the students to discuss. But, through ED, it helps the teacher in term of providing the materials.”
(teacher 3)

“For me, myself, I like blended, but I cannot see my students in a burden, so I tend to look for another way to be applied. I think, in this intensive there is still mismatch between the goal and the process in learning. The goal students should pass TOEIC, but the process the tutor should design practical activity. In addition, there are some students who do not familiar yet with technology.” (teacher 7).

“I think, there are many teachers who still need improvement in digital literacy, so, we as the teacher should learning more individually to implement blended language program, maybe because this is still the new program so, there are some weakness.”
(Teacher 8)

c. Students' Learning Environment

“In my opinion, it is a positive vibe because the students can do learning in everywhere and every time, and they can do the task from the teacher.” (teacher 8)

“ It supposed to be supported for the students’ learning, but, sometimes they face the bad internet connection which make them cannot maximal in term of doing online learning.” (teacher 6).

In this section, the writer describes the teachers' perception of the challenges of the use of blended learning in an English intensive program by interviewing nine teachers. Based on the interview result, the data showed that the implementation of blended learning in an English intensive program was the new approach. This method has only entered its second year in this program. So, as the tutor, teachers had some challenges in using blended learning because they were not familiar with the approach before. To help the reader understand the teachers' challenges founded in this study, the following table is the sum up result of the teachers' challenges based on the data.

Aspect	Challenges
Motivation	Students' low motivation
Technological support	Bad internet connection
	Unsupported infrastructure
Knowledge and experience	Teachers' less experience
	Less of training to the teacher

a. Motivation

To gain the data related to teachers' perception of the challenges of the motivation aspect, the researcher interviewing nine teachers of the English intensive program. The results revealed that motivation has an important role in teaching and learning processes. Teachers perceived that students' motivation has a significant role in terms of doing blended learning. Without good motivation from students, teachers as the tutor feel difficult in conducting teaching and learning processes

1. Students' Low Motivation in Learning

Based on the interview result to the teachers in

To gain the data related to teachers' perceptions of the challenges of the motivation aspect in blended learning, the researcher interviewed nine teachers of the program. The results revealed that most teachers play an important role in teaching and learning process. They perceived that students' motivation has a significant role in terms of doing blended learning. Without the motivation from students, teachers as the tutor cannot conduct the teaching and learning process.

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Based on the interview result of the English intensive program, the first challenge for the teacher in using blended learning is low student motivation. Students are now motivated to learn through their platform account. The strong figure of the teacher as a motivator encourages students to open up their online learning assignment. The teachers should have a strategy to remain the students related to their learning.

Based on the interview result from the English intensive program, the first challenge for the teacher in using blended learning is the lack of motivation. Students are now motivated to learn through their platform account. The strong figure of the teacher as a motivator encourages students to open up their online learning assignment. The teachers should have a strategy to remain the students related to their

“The challenge is on the students’ motivation, which is very difficult whether in online and offline. In offline, they should come to the class at 6, the crucial time to have sleepy time, and they come from various major so, their belonging to English are different. In online, there are some students, who open the platform just for obligation to be recorded in the system, on another hand this platform is very good.” (teacher 1)

“The challenge is only one; motivating students to learn English.” (teacher 9).

b. Technological support

Based on the interview results, there are 4 out of 9 teachers perceived that their class infrastructure such as LCD Projector, electricity, board marker, and the other facilities incomplete. So, it becomes an obstacle in doing teaching and learning processes in especially in a face-to-face meeting. Moreover, the internet connection capacity in the university does not operate maximally. So, teachers are often to use and share their own internet data connection.

material. Those keys completed through the activities designed by the teachers in applying blended learning in English intensive program.

Those findings also confirmed the theory by Garrison and Vaughan about the guideline, strategies, and tool in implementing blended learning⁶¹. It could be seen from the staging done by teachers in teaching that involved pre-activity, main activity, and post- activity. The activities inside those staging were in line with the guideline provided in the theory. Furthermore, it is expected to have continuity in using blended approach in the following semester in English intensive program.

b. The Advantages in using Blended learning

The salient results of the advantages of using blended learning categorized into three aspects: teaching and learning processes, teachers' self-development, and students' learning environment. The aspects elaborated into some detailed advantages, namely; encouraging the easy way in teaching, promoting effective learning, promoting the teachers' self-development in teaching, encouraging the students' learning obligation, and promoting the flexibility in students' learning.

The first advantage of using blended learning was it provided an easy way of teaching and promotes effective learning. This was because the Blended learning in English intensive class involved the English Discoveries platform as the technical support which was embedded with the materials for one semester. So, the teachers were not bothered to prepare the students' materials.

The second advantage of using blended learning was promoting the teachers' self-development in teaching. By involving a platform in teaching, it promoted teachers to provide various additional material, activities, and other teaching variety. So, the teachers' task just to

⁶¹ *Ibid.*

implement it in classroom activities, gave additional necessary information, and broke down the students misunderstanding about the material.

The third advantage of using blended learning in an English intensive program was encouraging students' learning obligation. Through involving e-learning, students are required to have their independent learning at home, doing the exercise and test. It promoted another obligation to the students to do another work besides the meeting in the class. The students should do both of the activities in balance. Thus, students had more responsibility to keep their learning and increase their knowledge

This first advantage confirmed the theory from Garrison and Vaughan about the guideline in implementing blended learning which aimed to support the collaboration and communication in teaching and learning⁶². This was also in line with the advantage offered by English Discoveries platform in which through involving English Discoveries as the supporting platform in English language teaching which that can promote the completed learning by combining e-learning and face-to-face learning and it could improve the teaching effectiveness⁶³.

This second advantage supported by the theory from Tomlinson and Whittaker about the reasons the higher education applied blended learning; they were increasing pedagogy, flexibility, and cost effectiveness⁶⁴. Related to this term, by implementing blended learning, teachers were promoted to provide more creativity in teaching which considers as the pedagogy skill. Related to this term, by implementing blended learning, teachers are promoted to provide more creativity in teaching which considers as the pedagogy skill.

⁶² *Ibid.*

⁶³ International Test Center, *Program English Discoveries di UINSA*.

⁶⁴ Brian Tomlinson and Claire Whittaker, *Blended Learning in English Language Teaching*.

The first challenge faced by the teacher in using blended learning was the students' low motivation in learning. Teachers perceived that students still need a strong figure of teachers as the motivator in the classroom, particularly when they did online learning. Teachers should remain the students regularly to do their assignments, practice, and do quizzes before the due date. Actually, this was the students' obligation and awareness, but, they do not have high motivation yet. Teacher 9 who teaches at an intermediate level in the English intensive program stated that only 20 % up of students who aware of their independent learning, the rest, they still need high pressure to be motivated.

That phenomenon recalled the research conducted by Sorbi et al. at Walden University which focuses on the teachers' perception of blended learning⁶⁷. The finding revealed that the challenge faced by the teachers in using blended learning is students' disengaging in the learning processes. In this case, students' low motivation in learning could be considered as one disengaging activity done by the students. Similarly, Azmi's research which concerns on the implementation of

Correia, An Investigation of Teacher and Administrator Perceptions of Blended Learning, Students' Learning and Professional Development.

⁶⁷ Jill I. Sorbie, *Exploring Teachers Perceptions in Blended Learning*.

The second challenge faced by the teacher in using blended learning in an English intensive program was related to technological support. Teachers faced that some students did not have a personal computer or supportive smartphone to access online learning. Besides, the bad internet connection faced the big problem whether for the students and the teachers because when they doing online learning at their home they use their own data, and sometimes the provider does not good enough. Some teachers revealed that in some classes the classroom facilities like LCD projector, internet connection, speaker, and electricity were not supportive enough for delivering materials in a face-to-face class.

⁶⁸ Mirza Fakhri Azmi, *An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department*.

⁶⁹ Awas Soliman Keshta, *The Effectiveness of the Blended Learning Program on Developing Palestinian Tenth Grader's English Writing Skill*.

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